Logic Model Development: A Program Evaluation Tool

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- Boutique consulting firm focused on working with the social sector

- Our mission is to build sustainable organizations through the pursuit of best practices

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YOUR FACILITATOR: Margo Bailey, PhD

- Melwood Training Center - Director Planning & Evaluation; Director of Quality Assurance

- Assistant Professor, American University - Department of Public Administration

- Board Chair - Three Nonprofit Organizations

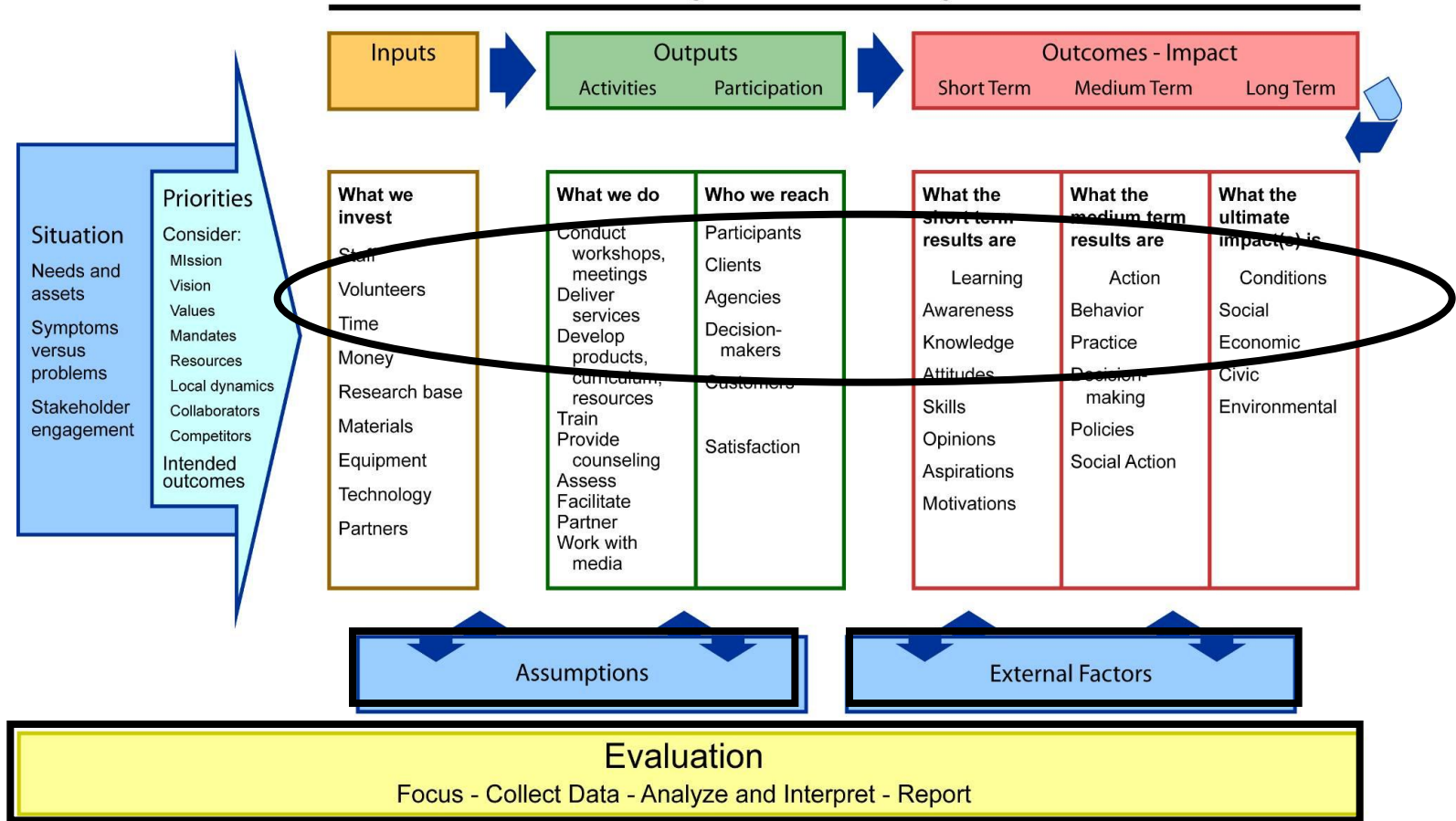- Consultant - Program Planning & Evaluation; Outcome Measurement; Grants Writer; Data Collection & Analysis

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http://www.youtube.com/watch?v=OaiSHcHM0PA

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Fully Detailed Logic Model

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

Situation

Needs and assets

Symptoms versus problems

Stakeholder engagement

Priorities

Consider:
- MIssion
- Vision
- Values
- Mandates
- Resources
- Local dynamics
- Collaborators
- Competitors

Intended outcomes

What we invest	What we do	Who we reach	What the short term results are	What the medium term results are	What the ultimate impact(s) is
Staff	Conduct workshops, meetings	Participants	Learning	Action	Conditions
Volunteers	Deliver services	Clients	Awareness	Behavior	Social
Time	Develop products, curriculum, resources	Agencies	Knowledge	Practice	Economic
Money	Train	Decision-makers	Attitudes	Decision making	Civic
Research base	Provide counseling	Customers	Skills	Policies	Environmental
Materials	Assess	Satisfaction	Opinions	Social Action	
Equipment	Facilitate		Aspirations		
Technology	Partner		Motivations		
Partners	Work with media				

Assumptions

External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report

LOGIC MODEL: A Management Tool

Needs	Inputs	Activities	Outputs (Efficiency)	Outcomes (Effectiveness)
Why is your program in existence? What needs does this program meet that no other does?	What resources do you allocate to meet the needs?	What do you do day-to-day? What's working? What's not working?	What happens as a result of your activities?	What impact does the program have on the participants? What change in behavior, attitude or skill are you expecting to see?

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STRATEGIC MANAGEMENT

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DATA DRIVEN DECISION MAKING

Integrate into planning & grant writing

Begin with the end in mind

Identify clear outcomes

Know your data needs

Standardize data collection when possible

Establish accountability

Use outcome and evaluation results

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GOALS

- An overview
  - Five steps of program planning
  - The logic model and how to apply it to a program
  - Evaluation planning based on the logic model
  - Importance for strategic management

- Answer your questions about logic models and evaluation

- Next steps

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YOUR QUESTIONS

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FIVE STEPS - PROGRAM PLANNING

Identify Community Needs → Identify Outcomes → Develop Logic Model → Plan Evaluation → Collect Data

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COMMUNITY NEEDS

How do you know they are real?

What factors affect them?
- Risk factors
- Protective factors

How do you document?
- Ask
- Research
- Community Assessment

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OUTCOMES *What results for individuals, families, communities*		
SHORT *Learning*	**MEDIUM** *Action*	**LONG-TERM** *Conditions*
Changes in • Awareness • Knowledge • Attitudes • Skills • Opinion • Aspirations • Motivation • Behavioral intent	Changes in • Behavior • Decision-making • Policies • Social action	Changes in • Conditions • Social (well-being) • Health • Economic • Civic • Environmental

CHAIN OF OUTCOMES

→

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NEED

There is a growing number of parents who work at night and need evening and overnight care for their children. These parents can't leave their children with other family members or friends. If they can't find providers they trust, they stay home and often lose their jobs.
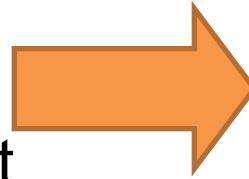
DESIRED OUTCOME

- Child care centers that offer evening and overnight care

- Children are well cared for at the centers

- Children feel safe with the provider

- Parents keep their jobs

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DEVELOPING SHORT TERM OUTCOMES: QUESTIONS TO ANSWER

Can the program influence the outcomes in a non-trivial way, even if we can't control them?

Does measuring our outcomes help us identify programmatic success and or pinpoint areas of need?

Will stakeholders accept the outcome as a valid representation of the program?

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QUESTIONS: NEEDS & OUTCOMES

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IF-THEN RELATIONSHIPS

Underlying a logic model is a series of 'if-then' relationships that express the program's **theory of change**

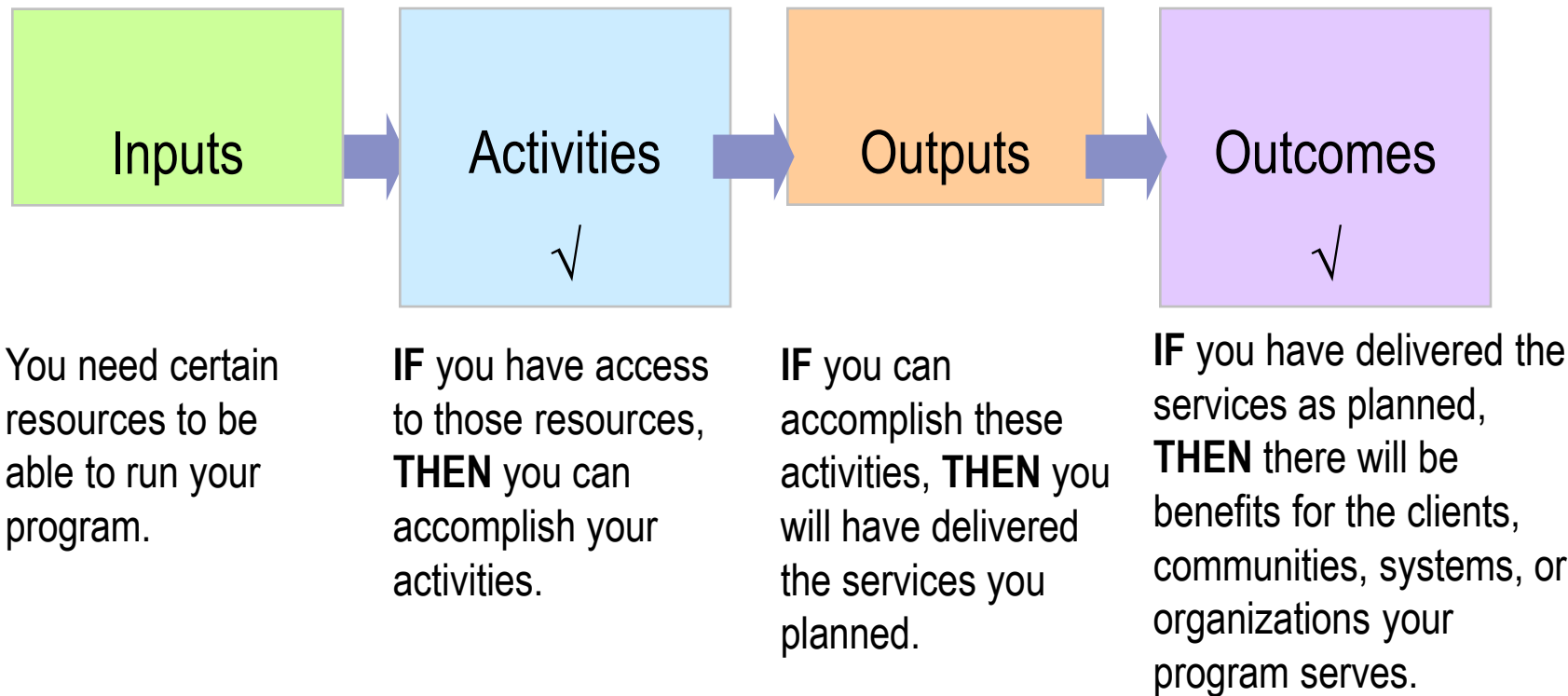IF then   IF then   IF then   IF then   IF then

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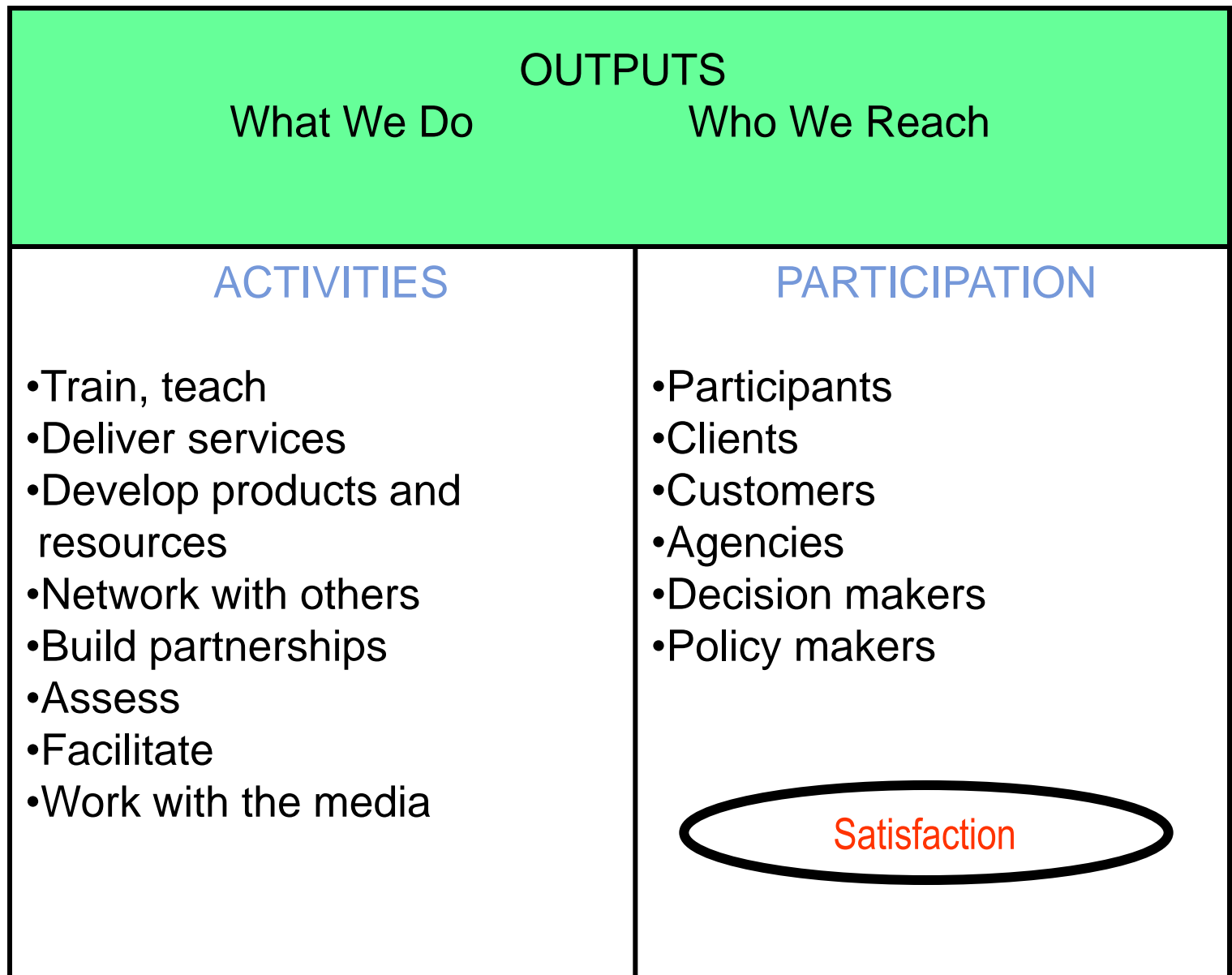Better process Brighter results

THEORY OF CHANGE

"A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – are expected to lead to early, intermediate, and long-term outcomes over a specified period."

(Anderson, 2000)

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LOGIC MODEL: PROGRAM PLANNING

Inputs	→	Activities √	→	Outputs	→	Outcomes √

You need certain resources to be able to run your program.

IF you have access to those resources, **THEN** you can accomplish your activities.

IF you can accomplish these activities, **THEN** you will have delivered the services you planned.

IF you have delivered the services as planned, **THEN** there will be benefits for the clients, communities, systems, or organizations your program serves.

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OUTPUTS	
What We Do	Who We Reach

ACTIVITIES	PARTICIPATION
•Train, teach •Deliver services •Develop products and resources •Network with others •Build partnerships •Assess •Facilitate •Work with the media	•Participants •Clients •Customers •Agencies •Decision makers •Policy makers Satisfaction

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OUTCOMES		
What results for individuals, families, communities.....		
SHORT	**MEDIUM**	**LONG-TERM**
Learning	Action	Conditions
Changes in	Changes in	Changes in
• Awareness • Knowledge • Attitudes • Skills • Opinion • Aspirations • Motivation • Behavioral intent	•Behavior •Decision-making •Policies •Social action	•Conditions •Social (well-being) •Health •Economic •Civic •Environmental

C H A I N   O F   O U T C O M E S

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OUTPUTS VS. OUTCOMES

Example:

Number of patients discharged from state mental hospital is an output.

Percent change in the number of patients discharged from Year A to Year B is an outcome.

Percentage of discharged who are capable of living independently is an outcome.

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DEVELOPING REALISTIC OUTCOMES

What must you do to achieve the desired outcomes/results?

Have you done this before?

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ACTIVITY	OUTCOME
Program staff teach financial management skills to low-income families	Low-income families are better able to manage their financial resources
Long Term Case management to help households attain, maintain, or improve their current housing situation	Remain in stable housing for a minimum of 9 months
ESOL classes for new immigrants	Learn basic English language for ??? situations
Provide emergency food assistance	Use the information they receive about community resources

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QUESTIONS: LOGIC MODEL

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EVALUATION

- Benefits

- Challenges

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DATA DRIVEN DECISION MAKING

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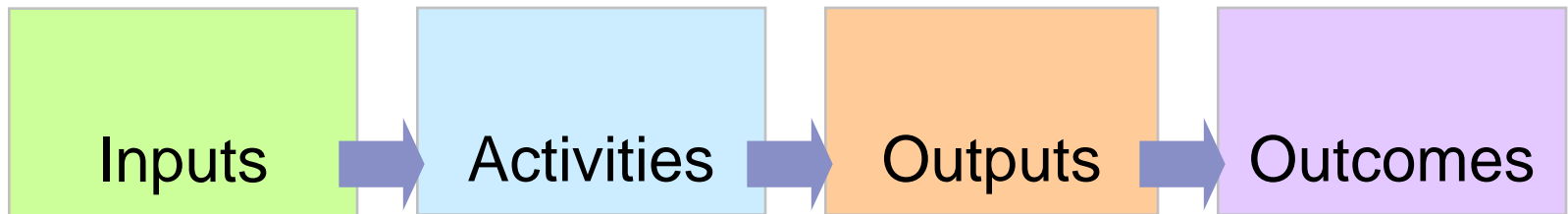
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SO WHAT IS EVALUATION?

- An in depth look at a program <u>based on focused questions</u>.

- Questionnaires, surveys, checklist, interviews, documentation reviews, observation, focus groups and/or case studies <u>based on your focus question</u>.

- The result is usually an updated logic model that is used as <u>a tool to manage the program</u>, identify gaps, create implementation plans, and prepare stakeholder reports.
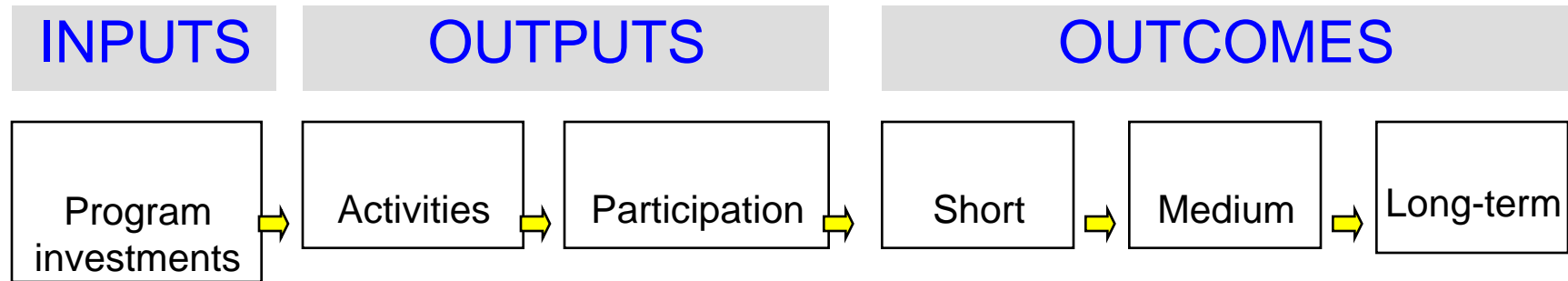
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LOGIC MODEL = EVALUATION

Inputs → Activities → Outputs → Outcomes

FORMATIVE EVALUATION

SUMMATIVE EVALUATION

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EVALUATION = LOGIC MODEL

INPUTS	OUTPUTS		OUTCOMES		
Program investments	Activities	Participation	Short	Medium	Long-term

Evaluation questions:
What questions do you want to answer?

Indicators:
What evidence do you need to answer your questions?

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EVALUATION QUESTIONS

Needs/asset assessment

- What are the characteristics, needs, priorities of target clients?
- What are the potential barriers and facilitators?
- What is most appropriate to do?

Process evaluation

- How is program implemented?
- Are activities delivered as intended?
- Are participants being reached as intended?
- What are participant reactions?

Outcome evaluation

- To what extent are desired changes occurring?
- Who is benefiting/not benefiting? How?
- What seems to work? Not work?
- What are unintended outcomes?

Impact Evaluation

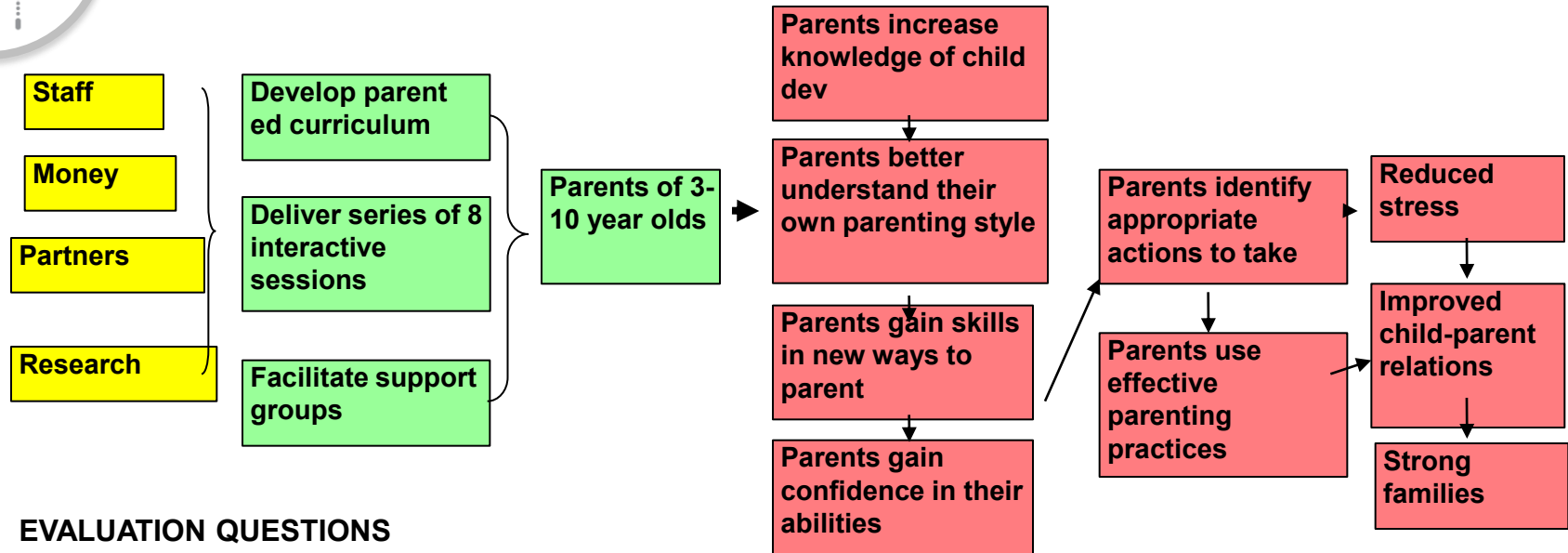- To what extent can changes be attributed to the program?
- What are the net effects?
- What are final consequences?
- Is program worth resources it costs?

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Parent Education Example: Evaluation Questions, Indicators

Staff

Money

Partners

Research

Develop parent ed curriculum

Deliver series of 8 interactive sessions

Facilitate support groups

Parents of 3-10 year olds

Parents increase knowledge of child dev

Parents better understand their own parenting style

Parents gain skills in new ways to parent

Parents gain confidence in their abilities

Parents identify appropriate actions to take

Parents use effective parenting practices

Reduced stress

Improved child-parent relations

Strong families

EVALUATION QUESTIONS

| What amount of $ and time were invested? | How many sessions were held? How effectively? #, quality of support groups? | Who/how many attended/did not attend? Did they attend all sessions? Supports groups? Were they satisfied – why/why not? | To what extent did knowledge and skills increase? For whom? Why? What else happened? | To what extent did behaviors change? For whom? Why? What else happened? | To what extent is stress reduced? To what extent are relations improved? |

INDICATORS

| # Staff $ used # partners | # Sessions held Quality criteria | #,% attended per session Certificate of completion | #,% demonstrating increased knowledge/skills Additional outcomes | #,% demonstrating changes Types of changes | #,% demonstrating improvements Types of improvements |

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KEY TERMS

INDICATOR

- Measure
- How will I know it?

TARGET

- Numerical objectives for a program's level of achievement of its outcomes

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S.M.A.R.T.

- **S** pecific
- **M** easurable
- **A** chievable/Ambitious
- **R** elevant
- **T** imely

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Outcome 3: Teachers know how to use the Reading Bias/Writing Tolerance Curriculum.	
The number and percent of teachers who develop an implementation plan using 3 to 4 of the lessons from the curriculum	95%
The number and percent of teachers who report confidence in using curriculum as demonstrated by a score of 4.5 or higher on a 5-part scale on their self-assessed level of confidence	80%

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QUESTIONS: EVALUATION

COMMITMENT LOG - TAKING IT WITH YOU

- What 1-2 ideas, activities or messages are you committed to delivering or doing differently as you leave the workshop today?

- How specifically will you put this into practice?

- What points or ideas resonated with you today?

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RESOURCES

- W.K. Kellogg Foundation Logic Model Development Guide
  - http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-Development-Guide.aspx
- University of Wisconsin – Extension Program Development and Evaluation
  - http://www.uwex.edu/ces/pdande/
- Institute of Museum & Library Services - Shaping Outcomes
  - http://www.shapingoutcomes.org/
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